7-40.10/5f

25 YEAR RE-REVIEW

THE APPLICATION STAGE IN INSTRUCTION

There are many opportunities for applicatory exercises in training.
The ratio of time spent in presentation to time spent in application
depends upon the subject and the state of training of the student.
However, in general, the instructor will spend more time conducting
practical exercises than he will spend in presenting the basic ma-
terial. The success of the instruction depends upon the effective
use of the application stage. Every instructor must be constantly
on the alert for opportunities to use this stage of instruction in
his teaching. In most instructional situations the student can be
given an opportunity to apply the principles taught immediately after
the presentation. One mark of a good instructor is his ability to
set up situations that require his students to apply the principles
or procedures he is teaching.

Whenever a demonstration is presented the application phase should
follow immediately. However, the application stage is not limited
to the demonstration method. It can be used in problem solving,
directed discussion and case studies.

In order to use this stage of instruction effectively the instructor
must know the methods of application and how they are employed. He
must have some general rules to follow in the conduct of practical
exercises and he must understand the general principles which must be
considered by the instructor when conducting the applicatory exercise.

Methods of instruction used in the application stage. Those methods
most commonly used in the application stage are:

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    1. Controlled practice method (group performance). In co
trolled performance all students do the same thing at the
rate and at the same time under the supervision of the in-
structor. The steps in this method are:

        a. Explain and demonstrate while the students observ

        b. Talk the students through the practice.

        c. Correct students' errors.

        d. Vary the conditions of student application.

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